



Section I: Planning

Chapter 2: Activities





2-1 Using this Chapter

Planning for Dependent Youth Activity Centers should start with understanding the needs of the users and developing activity programs to meet those needs. This then becomes the basis for locating facilities, and thereafter designing the facilities to meet the activity program needs and site constraints. This chapter concerns the first phase of this planning process—choosing the activities for the DYAC's.

This chapter should be used by the Facility Engineer, Morale Support Activities (MSA) staff, and involved youth, parents and other interested groups, in developing the functional requirements to be included in the Project Summary and Project Development Brochure, and the "Requirement for Project" section of DD Form 1391. It provides guidance to understanding and analyzing the eligible user population and their needs, and to determining and justifying program activities, capacities and relationships—all of which are integral to development of the PDB and 1391. Preparation of the PDB is further explained in TM 5-800-3, and of the 1391 in AR 415-15.

The User Committee of youth, parents, MSA staff, and other interested parties should begin consideration of the issues in this chapter in advance of development of a specific construction project. They should provide assistance to the Morale Support Activities representative in recommendations and determination of Youth Activities Program directions. The activity program decisions which result are basic to the facility system and location planning described in Chapter 3, and the facility design efforts which follow. The User Committee should also provide input to specific project development, helping to develop comprehensive program requirements, priorities, and space programs for the individual DYAC's, and assisting in the necessary documentation.

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2-2 Youth Activities Program

a. Objectives.

The underlying purposes for the Youth Activities Program on Army installations are: (1) to contribute to the morale and welfare of the Army personnel upon whom the youth are dependent; and (2) to provide leisure-time activities for these youth.

(1) **Morale Support.** The Youth Activities Program is part of Morale Support Activities, whose mission is maintaining the morale and mental and physical fitness of Army personnel. This involves provision for the soldier's family, including ensuring that dependent children have the opportunities for healthy development and a full range of youthful activities with which the parents will be satisfied.

(2) **Comprehensive Leisure Time Activities.** The Youth Activities Program performs this morale support function by providing a comprehensive system of activities, as AR 28-1 states, "designed to meet the social, cultural, and recreational needs of children and young people; to encourage the constructive use of leisure-time; to develop leadership abilities and self-reliance; to improve the ability to relate to and communicate with others; and to develop traits of responsible citizens." This important service is not otherwise available on the installation, and is typically inadequately served by activity programs (e.g., city and county recreation programs, Y's, community schools, etc.) in surrounding civilian communities.

Significant attributes of the comprehensive Youth Activities Program include:

Support for Development Needs. The most important function of the Youth Activities Program is to foster the development of the dependent youth in all aspects-Identity Development, Social Development, and Physical and Cognitive Development. These critical needs are discussed at length below.

Focus. The Youth Activities Program and the DYAC provide a focus for the youth on the installation, who may otherwise feel submerged in the military-oriented environment. The DYAC helps establish the youth as a recognized group to be served by the installation.

Diversity. The Youth Activities Program should provide activities for the full range of eligible youths. Interests will vary accordingly to age, sex, physical and mental condition, cultural



conditioning, and peer-group behavior patterns. Activities attracting both large and small numbers of participants should be given consideration, where they are cost effective. Attention should be given to the quality of good, small programs and their benefits to the youth, not just the numbers served. The offerings should include both organized and casual leisure-time activities, which will vary considerably from installation to installation.

Flexibility. The program should respond to the multiple and changing needs of the youth, as they themselves perceive them. The staff and the facility must be able to accommodate and adapt to the changeability of youth and their interests.

Keeping Out of Trouble. The safe, reliable character of the DYAC is important to parents who are concerned about the trouble idle leisure hours might produce. Attractive and worthwhile activities at the DYAC will help avoid mingling of the teens, especially girls, with the young soldiers, and the difficult situations that might result.

Receptivity to the Transient. Because of the frequent transfers of military families, dependent youth often do not have the opportunity to develop long-term associations with peer-groups with whom to pursue activities. The Youth Activities Program must provide an identifiable structure of activities into which the transient and unfamiliar newcomer can fit easily and quickly.

b. Users.

The Youth Activities Program serves dependents 6 through 19 years of age, of active and retired military personnel, resident on-post and off-post. The program should be designed to provide for the full range of users, whose composition will vary from post to post. Within this range are subgroupings of user population with particular activity and facility requirements:

(1) Age Groupings. The youth population can be divided by age into three primary functional groupings with different activity and social interaction patterns: ages 6 to 11; 12 to 14; and 15 to 19. These are approximate categories for considering program offerings, and need to be balanced with other factors, such as physical size, school class

grouping, and level of ability. Specific activities, such as baseball leagues and scouting programs, have their own age-based categories which may only approximate this pattern.

6-11. Juveniles, of elementary school age, are in what psychologists term the latency stage—a period of relative calm in physical and psychological development that occurs between the personality formation of the pre-school years and the rapid physical, sexual and emotional changes of adolescence. For them, the Youth Activities Program is primarily structured activities, with little independent, casual use of the facilities. Time use for this age group is typically after school and on weekends.

12-14. Early adolescents, mostly of junior high school age, are in the full bloom of rapid physical, sexual and emotional growth. They are more independent of family and home than the younger children, using the DYAC for casual, self-directed activities, as well as organized programs. Since they do not have independent automobile access to the Center, their time use is typically late weekday afternoons and early evenings, weekend days and sometimes nights.

15-19. The high-school-aged late adolescents continue the physical and psychological development of the earlier teen years, with increased heterosexual social interaction. They usually desire to be largely independent of family and home, and often use the DYAC for casual “drop-in” types of activities, as well as organized programs. They frequently have driving privileges, and therefore may have options for their leisure time activities. These older teenagers use the Youth Activities Center primarily during evenings and on weekends.

(2) Sex. Participation in most activities of the Youth Activities Program should be independent of sex differentiation. Equal emphasis should be placed on the needs of both sexes.

(3) Handicaps. Physically and mentally handicapped youth represent a special user sub-group who frequently cannot take advantage of activities offered for general population use. Special efforts must be made to provide and advertise programs designed to meet the needs of the handicapped youth at each installation. In addition, facilities

must be designed to facilitate and not bar use by the handicapped population.

(4) Parents. Though not direct users of the Youth Activities Program, the parents of the user youth represent a significant client group. Since the morale support purpose originates with their interest, it is important to keep them satisfied. Their involvement is key for gaining continued support of the program. They are often involved in advisory committee meetings, volunteer staff work, supporting the program in base planning, and raising funds. Hence, they should be involved in planning the direction of the program and specific activities it offers.

c. Developmental Needs.

Serving the developmental needs of the dependent youth is the main purpose of the Youth Activities Program. The youth using the program are all growing and changing significantly, and their leisure-time activities play a vital role in their development. It is important to understand the key developmental issues, to appreciate their implications for the design of DYAC facilities. The following summary organizes these issues into three major categories— identity development, social development, and physical and cognitive development—based on the primary variables commonly referred to in the psychological developmental literature.

(1) Identity Development. Youth of the ages served by the Youth Activities Program are involved in a continual evolution of their conception of themselves and their roles. This is particularly true of adolescents, who are in a crucial stage of exploration and development, testing out roles and career alternatives, trying a range of options in their process of self-realization. They experience extreme emotional responses, and are self-conscious about their changing minds and bodies. These youth are growing up, and need opportunities to practice adult roles and skills without fear of harm to themselves or others. Their identification may be on either an individual or a group level, and may need to be distinct from others differing in age, sex or other characteristics.

Different identity issues arise at different ages. For the juveniles, identity development is involved in gaining a sense of industry and productivity, and learning the skills and tool-use required for productive accomplishment. This is also a stage of





learning a sense of belonging to a group, of identification with one's society and commitment to its values, and acceptance of a role within the society.

*** (2) Social Development.** Differing patterns of interaction among peers and with outsiders apply to different ages within the range eligible for Youth Activities Programs. The peer group is a prime focus for adolescents—in group contexts (such as clubs) for the younger boys, in more intimate one-to-one relationships for girls, and for both, as they grow older, increasingly in one-to-one and heterosexual relationships. The opportunity to talk to an understanding ear is an important aspect of identity development at this stage. In their relationships with all adults, especially parents, adolescents present a drive for independence and control of their own decision-making processes, which often is expressed in rebellion against adults, their values, rules and activities

Juveniles, in contrast, have an almost obsessive need for structure and rules, accepted from adults or established by themselves. Peer groups are important as the context for play, whether active or quiet, structured or imaginative, but not for significant emotional interchange and identity exploration. Peer groups are predominantly single sex, and the tendency is for girls to have more intimate, binding one-to-one relationships.



+ (3) Physical and Cognitive Development. Physical activity, movement, aggressive urges, and sudden releases of energy are characteristics of all age groups concerned, but are particularly strong among adolescents, whose rapid growth and increasing physical capabilities make their potential for physical and aggressive impacts all the greater. Their bodily changes and sexual urges give them a heightened sense of their physical beings, and the physical qualities of their environments. Simultaneously, these adolescents are developing new cognitive powers of abstract thought and formal operations—capabilities at theoretical systems, propositional logic, and future conceptualization. These capabilities, and the intellectual interests and activities they permit, become progressively more important throughout the teenage years.

In contrast, juveniles are involved with physical concepts and concrete operations, learning to deal systematically with situations directly confronting them, and with rote memory, organization and rules. These children are also inclined to fantasy and imaginative play, as well as physical exploration and motor activity.

d. Staff

Youth Activities Program staffing varies from installation to installation. Youth Activities personnel are part of the Morale Support Activities staff; and there may not be dedicated positions dealing solely with youth programs. Sharing of staff resources is a critical facet of program planning. Youth Activities staff positions which may apply, depending on the installation, include: Program Director, Assistant Program Director, Youth Sports Director, Youth Center Director, and Teen Director. See also the staffing requirements in DA PAM 570-551, Staffing Guide for U.S. Army Garrisons. These staff should be actively consulted by the Morale Support Officer in program planning and decision-making affecting youth activities.

The authorized, funded staffing for Youth Activities Programs is usually less than that required to operate the desired programs. Thus DYAC must depend on volunteers, part-time employees, and military personnel on special duty, for the operation and survival of its programs. The limited staff available and the essential role of volunteer staff must be recognized and accommodated in all planning, programming and design for Youth Activities Programs.

e. Activities.

The activities offered at each installation will vary depending on local preferences, priorities of staff, parents and installation commanders, geographic and climatic opportunities and constraints, available staff and facilities, and other local considerations. The list below suggests the range of activities which might be offered, but is by no means all-inclusive. Each post must choose which activities are desirable and feasible in the local Youth Activities Program.

Activity options are categorized for this Guide into five functional areas called Activity Modules. These are illustrated in figure 2-1, and include: Drop-in Functions, Programmed Activities, Large-space Activities, Administration and Support, and Outdoor Activities. Youth activities on this list which are not expected to be accommodated in the DYAC's are marked with an asterisk.

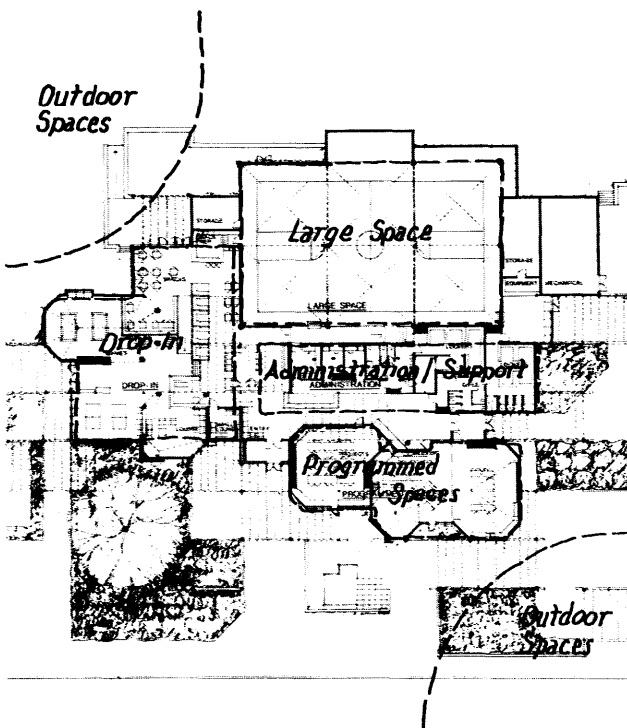


Figure 2-1 Youth Activities Modules



(1) Drop-in Functions.

(a) Lounging/Socializing.

- talking—2-3 persons, larger groups
- meeting—casual, planned
- television, audio and video cassettes
- reading—books, magazines, study, home-work
- music—hi-fi, juke box, piano and other instruments
- dances, parties.

(b) Games.

- billiards, ping pong, football
- electronic games, pinball machines
- board games, cards, checkers, table games.

(c) Snacks.

- food preparation, cooking, serving
- vending machines
- sitting and eating.

(2) Programmed Activities.

(a) Meetings.

- clubs, special interest activities
- classes
- teen council, organizational meetings
- national youth groups—boy scouts, girl scouts, 4-H clubs, etc.

(b) Projects.

- ceramics, two- and three-dimensional art
- leather, wood-working, weaving, macrame, fabric craft
- gardening, plant growing
- cooking classes, clubs.

(c) Miscellaneous Small Group Activities.

- music—lessons, listening, instrument playing
- movies
- dance, ballet, gymnastics
- supervised unstructured play for children.

(3) Large-Space Activities.

(a) Indoor Sports—casual, lessons, organized teams and leagues.

- basketball, volleyball, badminton
- handball, racquetball
- *bowling
- gymnastics, martial arts
- dancing, ballet
- children's games
- sports storage and equipment supply, check-out, try-on
- sports events sign-up.

(b) Large Group Meetings.

- meetings, lectures
- parties, banquets, carnivals
- dances, discotheque.

(c) Performances.

- drama
- movies
- music
- staged presentations, events.

(4) Administration and Support.

(a) Staff Office.

- administration
- youth information service, employment services, counseling
- secure storage.

(b) Supervision.

- view of entry and all activity areas
- reception, registration, check-in, ticket-taking, events sign-up.

(c) Entry and Circulation.

- casual meeting
- events information, overview of DYAC activities.

(d) Toilets.

(e) Lockers/Changing.

(f) Storage—general, coats, individual activity supply, janitor.

(g) Mechanical.

(5) Outdoor Activities.

(a) Sports—casual, lessons, organized teams and leagues.

- hard-court sports—basketball, volleyball, badminton, handball, racquetball, ice-skating
- *field sports—football, soccer, baseball
- *swimming
- *riflery, boating, canoeing, fishing, riding, hiking, archery, golf, tennis.

(b) Socializing.

- parties, picnics, barbecues
- dances.

(c) Stage Performances.

(d) Outdoor Projects—sculpture, painting, gardening, snowman-making, etc.

(e) *Outings/Trips/Camping.

- (f) Playground Activities—supervised free play.
- (g) Access.
 - parking, drop-off
 - service, garbage collection
 - entry
 - events information, advertising.

f. Relationship to Morale Support Activities.

The Dependent Youth Activities Program, as part of Morale Support Activities, is expected to operate integrally with the other program areas, to the extent feasible. However, Youth Activities differs from the other programs in one key way: its mission is to serve dependent youth, whereas all the other programs focus primarily on the military personnel. This distinction is reflected in the way these programs can operate together.

(1) Sharing of Facilities. The other Morale Support programs provide facilities which accommodate many of the same activities Youth Activities offers. Therefore, there is a potential for sharing of these facilities by Youth Activities, and not requiring duplication of facilities specially dedicated to DYA. However, the limited capacity of these facilities, and the fact that military personnel always have first priority, often result in the youth being denied use of the facilities. What remains is far too limited time for Youth Activities programs, and an extremely difficult scheduling process.

Whenever possible, however, Youth Activities staff should consider sharing rather than duplicating facilities. This is particularly important for the highly specialized functions which require expensive equipment—such as arts and crafts, music and theater, and certain sports. Each installation must develop its own workable balance.

(2) Mixing of Youth and Military. An additional problem with shared use of recreational facilities is the concern of parents and youth about inappropriate mixing of teenagers and young soldiers. Therefore, military-oriented facilities can only be used for youth activities under strict time-segregation and supervision practices.

(3) Need for Dedicated Facilities. Because of the above problems, facilities for the exclusive use of Youth Activities are demanded at all installations. This is reinforced by the goals of Identify Develop-

ment, Social Development, Focus and Diversity discussed above under “Objectives” and “Developmental Needs.”

For those activities most heavily and continuously attended by the dependent youth, and in those areas where the military-use facilities are least likely to be available to the youth, facilities dedicated solely to the use of the Youth Activities Program are essential.



2-3 Choosing the Activities

The first phase of the DYAC planning process—choosing the activities—should follow the sequence of steps represented in figure 2-2 and discussed in the following paragraphs.

a. Set up User Committee.

At the outset of the planning process, even before a specific construction project becomes a recognized priority, the User Involvement process described in paragraph 1-4.c should begin. This will involve setting up a User Committee representing all affected parties—youth, parents, MSA staff, volunteers, and other interested organizations—which should be the continuing user input body through planning and design and into the operation and management of the DYAC facilities. Organization of this committee is the responsibility of the Morale Support Activities representative, but the participants should be felt to be the representatives of the interest groups, and not agents selected by the MSO.

The composition and operation of this committee should build on pre-existing patterns of participation in the Youth Activities Program, and thus be individual to each installation. Its meeting schedule, agendas, and operating procedures should be established by the participants themselves at the outset, to the extent feasible, to coordinate with the anticipated process of planning for the DYAC by the Facility Engineer and Morale Support Ac-

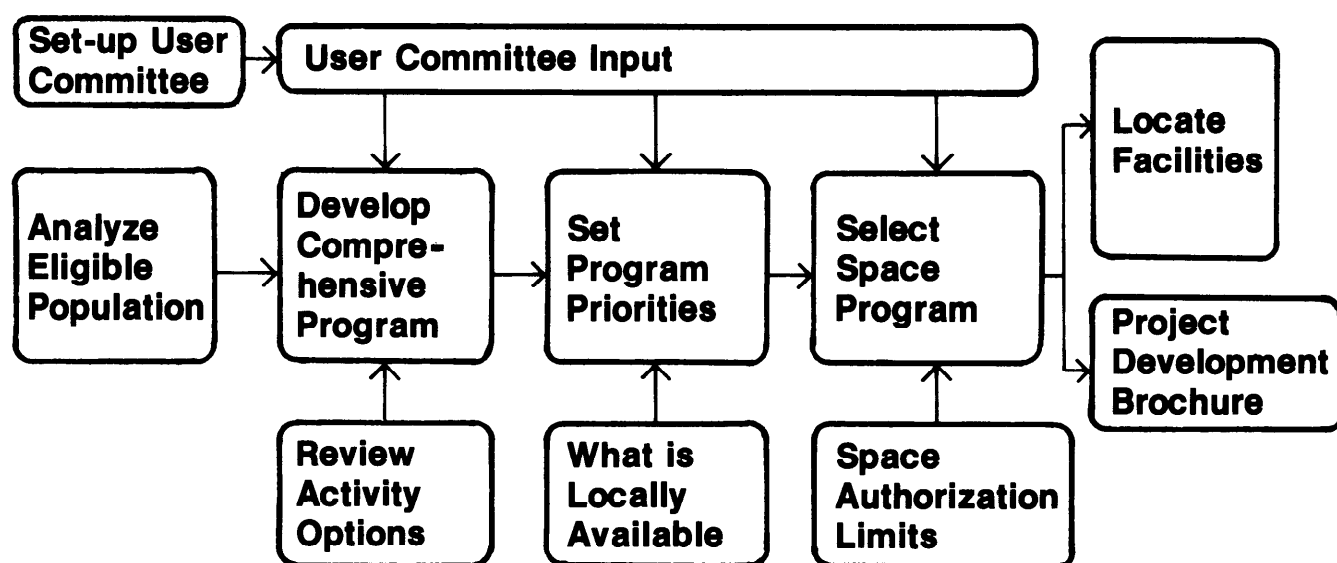


Figure 2-2 Choosing the Activities

tivities representative. The User Committee should have the opportunity to provide valuable input at every stage of the activities programming process, as indicated in figure 2-2.

b. Analyze Eligible Population.

The initial task in choosing the activities is analysis of the eligible user population for the Youth Activities Program—both to understand the character and needs of the population and as a basis for calculating the space authorization limits.

The number of youth in the different functional age groups, their cultural and educational background, range of interest, and special factors such as physical and mental handicaps, will affect the decisions about the types of activities and facilities to be provided. Variation from post to post can be great: some may have a predominance of senior officers with older children who have had a broader educational exposure and have greater financial means than the younger enlisted men's families, with resulting differences in interests, activity requirements and mobility.

The residential location of eligible youth, on-post or off-post, should influence the decisions as to the service orientation of the Youth Activities Program and the type of program offered. Off-post residents are less likely to come to the Youth Activities Center except for special events and unique programs unavailable elsewhere, while nearby on-post youth are more likely to take regular advantage of a drop-in facility.

c. Develop Comprehensive Program.

To meet the understood needs and desires of the user population, a comprehensive activity program should next be developed, appropriate to each installation. The list of activities presented above should be reviewed, and a desired set of activities selected. It should be emphasized that this list, while thorough, is not necessarily comprehensive, and additional program activities may be suggested at each installation.

Decisions about the desired activities should involve the input of those who will be affected by them—the youth, their parents, the staff, volunteers, and other interested groups. Local factors such as climate or cultural context may influence program decisions; for example, skiing may be a

high priority in a northerly locale, or cross-cultural interchange programs at an overseas installation. Consideration of the comprehensiveness of the program—that it adequately cover sports as well as skill development opportunities—is also important to fulfilling the range of developmental needs of all the youth.

d. Set Program Priorities.

The full comprehensive activity program may not be achievable within the constraints of budget, staff and schedules, and priorities must be set among the desired activities. This involves first checking what activities and facilities are already locally available—to avoid duplication and to best integrate the Youth Activities Program into the community—and then ranking the importance of the different programs options to the users and their needs.

Checking what is locally available involves on-post and off-post, Army and civilian offerings. Activities available through sharing other Morale Support Activities' facilities and programs should not be duplicated by Youth Activities, freeing up limited resources for other types of youth programs. Similarly, public or private activities which serve the dependent youth may exist near the post—for example, YMCA's, pizza parlors, school after-hours activities, community recreation programs, amusement centers, and libraries. The Youth Activities Program should coordinate its offerings with these others, to provide the youth the broadest possible opportunities.

Local factors of urban versus rural location, the proximity and accessibility to off-post resources, the relative size of installation and local civilian community populations, and the capacity and receptivity of the local community to serve or involve the military population, should be considered in analyzing what is available for use by the dependent youth. Even if extensive facilities exist in the civilian community, the dependent youth may feel sufficiently out of place or rejected that they may not want to take advantage of these opportunities, and thus may need more extensive on-post Youth Activities programs. On the other hand, the lure of off-post weekend entertainments for teenagers in an urban area may result in a predominantly week-night schedule at the installation.

After coordinating with local offerings to eliminate duplication, a priority ranking of DYA functions can be created by the User Committee to reflect the



desires of the users for the most important functions of the Youth Activities Program.

e. Select Space Program.

The activity program priorities must next be checked for their facility and space requirements, and compared with the maximum allowable space limits. The individual space criteria in Chapter 5 will explain the physical requirements for different types of activities, for different sizes of user population. Comparison of the desired functions with the maximum allowable space criteria must include all the Youth Activities facilities on post—the proposed DYAC's, as well as any facilities to be retained, such as scout huts or rifle club buildings.

The maximum allowable space criteria for Youth Activities facilities on an installation are outlined in DOD 4270.1-M and summarized in table 2-1. These figures represent maximum areas which may be allowed at an installation. The actual space needs must be calculated on the basis of the minimum space required to meet the real programmatic needs.

The space authorization limits may require revisions to the proposed priority activity program. Once this is done, a physical space program to accommodate the final activity priorities can be developed directly from the space requirements calculated in the above comparisons. This space program then becomes the basis for planning the distribution and location of the youth activities on the installation, and for design of the individual DYAC's, as discussed in the following chapters.

In addition, this space program will help establish the basis for developing a budget for the interior furnishings for the facility. See paragraph 4-5 for additional direction on Designing the Interiors. The Using Service is responsible for furniture procurement. Budget planning for such procurement should be done in sufficient time for furniture delivery concurrent with completion of facility construction.

Table 2-1. Space Criteria for Youth Activities Facilities

Installation's Eligible Youth Population	Maximum Total Allowable Gross Square Foot area*
Up to 250	Accommodate in other facilities
251-600	4,750
601-1,200	7,250
1,201-2,400	11,340
2,401-4,800	18,500
For each increment of 2,400 above 4,800	an additional 9,240

*not including mechanical equipment space.